DOCUMENT RESUME

ED 160 585 SP 013 135

TITLE	Individualized Education Programs: Methods for Individualizing Physical Education.
INSTITUTION	American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
PUB DATE	Dec 77
NOTE	40p.
AVAILABLE FROM	AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 ($2.00)
JOURNAL CIT	Practical Pointers; v1 n3 Dec77
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Adapted Physical Education; *Educational Legislation; Educational Objectives; *Handicapped Children; Individualized Curriculum; *Individualized Programs; *Program Development; Program Guides; Special Education

ABSTRACT

The individualized physical education program must be individualized in many ways to assure every handicapped child a free appropriate education. This document outlines major aspects to be considered in this process. Included are methods for: (1) obtaining information affecting annual goals; (2) approaching motivational techniques and procedures; (3) individualizing activities, individualization methods and teaching strategies; and (4) individualizing equipment, devices, and facilities. Minimum provisions for the individualized programs and factors that must be considered in coordinating these programs with the physical education program are discussed, as well as short term objectives, annual goals, and sample programs. Selected resources and figures illustrating forms and guidelines for implementing the programs are included at the end. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PRACTICAL POINTERS

American Alliance for
Health, Physical Education
and Recreation
Physical Education and Recreation
for the Handicapped: Information
and Research Utilization Center
1201 16th Street, N.W., Washington, D.C. 20036

SP

ED160585

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Volume I, Number 7
December 1977

INDIVIDUALIZED EDUCATION PROGRAMS: METHODS FOR INDIVIDUALIZING PHYSICAL EDUCATION

As the most crucial element in assuring every handicapped child a free appropriate education, the individualized education program must be individualized in many different ways. Unfortunately too many individuals have interpreted individualization as applying only to selection of methods and activities. While these are important factors that must be considered this process must be applies to every aspect of individualized education programs, including--

- Annual goals
- Short term instructional objectives
- Motivational techniques and procedures
- Activities themselves
- Methods and teaching strategies
- Equipment, devices, and facilities
- Assessment and evaluation strategies and techniques

"PERMISSION TO REPRODUCE THIS MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
AAHPER
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Individualization: A Many Splendored Thing

It is vital that members of the planning committee and other personnel contributing information recognize diverse ways in which each of the items listed above can be individualized and relevant information obtained to aid in the individualization process. Specifically--

Introductory treatment of individualized education programs is provided in Practical Pointer #6, Individualized Education Programs. This deals with topics such as IEPs, individualized planning conferences, monitoring IEPs, putting the individual into education programs, physical education in IEPs, specially designed physical education services, annual physical education goals, short term physical education instructional goals, and selected resources. Practical Pointer #6 is available at a unit cost of $2.00 from AAHPER Publication Sales, 1201 16th Street N.W., Washington D.C. 20036.

SP013135

AAHPER Publications ©1977 • American Alliance for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036

. Information affecting annual goals can be obtained from--

- parents, parent surrogates, cottage/ward personnel
- the child him/herself
- informal techniques including observation of student performance, self-testing activities, exploratory activities, use of rating scales, checklists, inventories, questionnaires, and screening devices
- formal techniques including tests of perceptual-motor function, coordination, gross motor ability, fine motor skills, physical fitness, cardiorespiratory function, anthropometric characteristics, and specific sports skills
- developmental measures including tests for intelligence, learning ability, academic achievement, social-emotional behavior, speech, perception, adaptive behavior
- tests, examination, and assessments by specialists including results and interpretations of their evaluations and diagnostic workups made available to personnel who teach physical education
- individual records including data collected about each child organized for use by personnel involved in physical education programs
- classmates, peers, associates, and others who know the individual such as foster grandparents and advocates
- other professional personnel such as nurses, physicians, teachers, and therapists
- aides, volunteers, and paraprofessional personnel who work with the child
- materials developed through special projects such as I CAN[1], Project ACTIVE,[2] Project HOPE,[3] PEOPEL program,[4] Project PREP[5]
- computer based resource units[6]

---

[1] I CAN - Field Service Unit in Physical Education and Recreation for the Handicapped, Michigan State University, East Lansing, Michigan or Hubbard Scientific Company, P.O. Box 104, Northbrook, IL 60062.

[2] Project ACTIVE - Towhship of Ocean School District, Dow Avenue, Oakhurst, New Jersey 07755.

[3] Project HOPE - Irwin County Elementary School and Irwin County Middle School, Ocilla, Georgia.

[4] PEOPEL Program - Phoenix Union High School System, 2526 West Osborn Road, Phoenix, Arizona 85017.

[5] Project PREP (A Preschool Play Program for Retarded Children) - Department of Physical Education, University of Alberta, Edmonton, Canada.

[6] Computer Based Resource Units - Computer Assisted Planning, Communications Center, Professional Studies Research Development Complex, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222.

- curriculum guides and related materials developed for specific populations and currently used in public schools, residential facilities, day care centers, activity centers, early childhood education programs, recreation programs, camps
- student interests and abilities along with factors such as chronological age, maturity levels, functional abilities, previous experience

. Motivational techniques and procedures can be approached in terms of--

- Activities and approaches that result in personal feelings of achievement and progress by the participant
- Activities and approaches that emphasize abilities (not disabilities), potential (not deficiency) and success (not failure)
- activities and approaches that recognize the worth and dignity of each individual
- activities and approaches that accept the individuality of each child
- continuous positive reinforcement
- behavior modification procedures including rewards such as token reinforcement, social reinforcement, verbal praise and encouragement
- student interests
- annual goals and short term instructional objectives that are relevant to and challenging for the child
- activities and approaches that are appropriate for the child and require his/her active involvement and participation

. Activities can be individualized in terms of--

- focus--i.e., instructional, recreational, competitive, rehabilitative, therapeutic, developmental
- vigorousness--i.e., unrestricted, mild, moderate, active, passive
- method of locomotion--i.e., running, walking, wheelchairs, skates, gym scooters, crawling, creeping
- type--i.e., physical and motor fitness, fundamental motor skills and patterns, aquatics, dance, individual and group games and sports
- level--i.e., individual, parallel, group, or team
- approach--i.e., individual skills, movements and patterns, low organized activities, specific lead-up activities for specific sports, modified sports and games, regular sports and games
- selective or elective approaches
- student interests, abilities, and needs
- results from various formal and informal assessment procedures

. Methods and teaching strategies can be individualized in terms of--

- station, circuit, or learning center approaches
- contract teaching approaches
- exploratory of problem-solving techniques
- criterion referenced techniques and approaches

- task analysis techniques
- developmental programs and sequences
- different numbers of repetitions and repeating the same skill in different ways
- grouping approaches that allow for one-on-one, small group, large group, homogeneous, heterogeneous, peer tutoring, student leaders, aides, practicum students, career education aides
- learning skills as a whole--i.e., the entire standing long jump
- learning skills in parts--i.e., use of arms, getting into the air, landing, and falling forward as separate components in the standing long jump
- a number of short instructional periods spread over a long period of time
- a number of long instructional periods concentrated in a short period of time
- learning style, needs, and strengths of the individual student
- adaptations and approaches made necessary by the individual's condition
- student interest and abilities
- chronological age, functional abilities, maturation, and previous experiences of the individual

Equipment, devices, and facilities can be individualzed by--

- making facilities accessible to and functional for individuals with different handicapping conditions--i.e., ramps to get into buildings and from one floor to the next; rest rooms so that individuals in wheelchairs can get into and out of them easily, use comodes, wash basins, mirrors, and towel racks; locker rooms with sufficient room for individuals in wheelchairs, on crutches, or with braces to maneuver and use lockers; adequate consideration to traffic movement and patterns throughout the facility
- considering individuals with different sensory condition--i.e., signs or markings in Braille and/or raised letters; audiocasettes and other sound warnings for visually impaired persons; light and other auditory signals and warnings for individuals with hearing problems
- removing architectural barriers in cost effective and economical ways--i.e., use of home lifts in public buildings, apply concept of program accessibility as an alternative to major structural changes
- using common sense easily achieves adaptations when necessary such as--

  ...gym scooters in place of running, walking, or other means of locomotion with ones legs
  ...bowling pusher devices, ramps, or rails
  ...radios or other sound devices on, near, or behind archery targets, baskets, and goals
  ...using short ropes, touching elbows, interlocking arms, or verbal communication between sighted and blind runners

...badminton racquetes attached directly to the arm prosthesis of an amputee
...batting tees (homemade, improvised, or commercial) for those who have difficulty hitting thrown balls
...crutches used in place of floor hockey sticks
...using the teeth to pull an archery bow

- involving students in planning for and making adaptations and modifications for their own use in various activities; not all students will require adaptations in equipment.

. Assessment and evaluation strategies and techniques can be individualized in terms of--

- types of approaches used (informal techniques; formal techniques; developmental measures; tests, examinations, and assessments by specialists; individual records)
- methods by which devices are administered
- means by which scoring is approached
- adjusting standards in norm referenced techniques
- establishing criterion referenced approaches based on student needs and abilities
- increasing/decreasing time allowed for a given battery or specific test item

Practical Pointer #9, Assessment and Evaluation In Physical Education Under P.L. 94-142 and Section 504, provides information, specific suggestions, and practical hints for doing both initial assessment and ongoing evaluation of children with different handicapping conditions. In addition to ways to adapt and individualize assessment and evaluation strategies for these populations, listings of additional resources are included. Practical Pointer #9 is now available from AAHPER Publication Sales, 1201 16th Street N.W., Washington D.C. 20036.

Basic P.L. 94-142 Provisions Applied to Physical Education

Even with the various ways in which information can be obtained about a given child, and ways individualized education programs can be tailored to meet his/her needs, individualized education programs must by law include certain minimum information--

. Statement of the child's present levels of educational performance
. Statement of annual goals including short term instructional objectives.
. Statement of specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs.
. Projected dates for initiation of services and the anticipated duration of the services.
. Appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis whether short term instructional objectives are being achieved.

As in so many parts of the rules and regulations for P.L. 94-142, I.E.P. guidelines and criteria have been presented in general terms. Therefore, they must be interpreted and applied to specific curricula or services areas including physical education. Factors that must be considered in applying the elements that must be a part of individualized education programs to physical education include:

P.L. 94-142 Provision	Application to Physical Education
. Statement of the child's present levels of educational performance	- Statement of the child's present levels of development in (1) physical and motor fitness, (2) fundamental motor skills and patterns, and (3) skills in aquatics, dance, individual and group games and sports, including lifetime sports. This statement must be based on information obtained through assessment processes designed to provide input about the child's levels of physical and motor development.
. Statement of annual goals including short term instructional objectives.	- Statement of annual goals in areas of physical and motor development, determined analysis and interpretation of assessment results in these areas for each child. Annual goals provide direction for the child's program throughout the year and ultimately for daily instruction. - Statement of short term instructional objectives in terms of specific movement patterns, fitness components, and aquatics, dance, games, and sports skills needed to reach the long-term more general annual goals. Short term instructional objectives provide the focus of day-to-day instruction. (See Examples of Annual Goals and Related Short Terms Instructional Objectives for details), p.
. Statement of specific special education and related services to be provided to the child and the extent to which the child will be able to participate in regular educational programs.	- Statement of specially designed physical education required by the child to attain specific short term instructional objectives based on needs identified through the assessment process--i.e. individual tutoring or one-to-one relationship in special adapted aquatics program; adapted aquatics program; small homogeneous group based on swimming ability or handicapping condition for special adapted aquatics program; regular beginning swimming program with supplementary

one-to-one/small group assistance; regular beginning swimming program with additional adapted aquatics session weekly.

- Statement of related services necessary to enable the child to benefit from specially designed physical education services--i.e., transportation to and from the pool; aide to assist in dressing/undressing, getting to/from locker room/pool.
- Statement indicating those periods and/or activities the child can take part in regular physical education program--i.e., stay in adapted aquatics program until child enters pool independently; divide time equally between regular and adapted aquatics programs; full time beginning swimming program with supplementary one-to-one small group assistance; eighty percent, fifteen minutes of each period in beginning swimming program.

. Projected dates for initiation of services and the anticipated duration of the services.

- Statement specifying when specially designed physical education services are to begin and how long they are to be provided. These dates are to be projected for both annual goals and short term instructional objectives. Readers are reminded that final rules and regulations did not require any agency teacher, or other person be held accountable if a child does not achieve growth projected in annual goals and objectives. Individualized education programs are not contracts; they are simply guides to progress and growth.

. Appropriate objective criteria and evaluation procedures and schedules for determining on at least an annual basis whether short term instructional objectives are being achieved.

- Basic approaches that can be considered to insure that objective criteria and evaluation procedures are used including:
  ...Standardized instruments with normative data to assess individual progress and make comparisons with other children of comparable chronological age, handicapping condition, and related characteristics.
  ...Criterion referenced approaches in which progress is readily assessed and defined as students move from one level in a progression to the next.

DON'T PANIC!!! - - - -
NOT EVERY INDIVIDUAL WILL START AT LEVEL 1!!! ( )( )( ) HAVE BEEN INCLUDED TO ILLUSTRATE TYPES OF CHOICES AVAILABLE ACCORDING TO INDIVIDUAL NEEDS.

...Informal techniques including observations, anecdotal records, case studies, rating scales, self-evaluation, and similar items should not be overlooked in this process especially when tempered with experience, knowledge of activities, understanding of children in general and the individual child in particular, and good judgment.

Examples of Annual Goals and Related Short Term Instructional Objectives

As individualized education programs are developed, annual goals indicate the termination point for a given journey. Short term instructional objectives provide intermediate check-points so that the journey toward annual goals has few diversions and detours. Obviously these two charts for progress--destination and check points along the way--must be developed hand-in-hand while considering the many facets of the individual's total function. Representative examples of how annual goals and short term instructional objectives link together follow.

Annual Goal	Short Term Instructional Objectives
. Develop a functional front crawl	- Stand in shoulder deep water and perform arm action five (ten) (twenty) cycles/ or ten (twenty) (sixty) seconds with assistance. - Stand in shoulder deep water and perform arm action as above without assistance - Bracket on side of pool while in prone glide position, perform arm action five (ten) cycles with assistance. - Perform arm action as above without assistance - Push off side of pool and while in prone glide perform arm action five (ten) cycles/as many times as possible on one breath. - Hold onto pool overflow and while in prone position perform flutter kick action five (ten) (twenty) cycles/ten (twenty) (sixty) seconds with assistance - Perform flutter kick action as above without assistance - Push off side and while in prone glide perform flutter kick action five (ten) cycles/as many times as possible on one breath. - Stand in shoulder deep water and alternately take a breath to one side and exhale in the water five (ten) (twenty) cycles with assistance as needed.

- Stand in shoulder deep water and perform coordinated arm action and breathing five (ten) (twenty) cycles/five (twenty) (sixty) seconds.
- Bracket on side of pool and while in prone glide position perform coordinated arm action and breathing as above.
- Push off side of pool and while in prone glide perform coordinated arm action and breathing periodically five (ten) (twenty) cycles half-way (all the way) across the pool.
- Support across a pool divider and perform coordinated arm and flutter kick actions five (ten) (twenty) cycles/ five (twenty) (sixty) seconds
- Push off side of pool and while in prone glide perform coordinated arm and flutter kick actions five (ten) (twenty) cycles halfway (all the way) across the pool.
- Push off side of pool and while in prone glide perform front crawl with periodic breathing going one-quarter (one half) (all the way) across the pool
- Push off side of pool and while in prone glide perform front crawl with rhythmic breathing as above.
- Perform functional front crawl across the pool (ten) (twenty) (fifty) yards.

For additional sequences and ideas, refer to sources such as those referred to in footnotes on page 2.

Annual Goal	Short Term Instructional Objectives
. Improve cardiorespiratory endurance.	- Alternate run and walk around a basketball court, running the end lines and walking the side lines completing one (two) (five) laps - Alternate run and walk around a basketball court, running the side lines and walking the end lines completing one (two) (five) minutes - Run one end and one side line, walk the other end and side line completing five (six) (ten) laps. - Run one side line and one end line; walk one side line; run one end and one side line; walk one end line; continue this pattern for two (three) (six) minutes - Run end-side-end lines; walk side line completing six (ten) (twelve) laps

- Run side-end-side lines; walk end line completing six (ten) (twelve) laps.
- Alternate run one lap and walk one lap completing six (ten) (twelve) laps
- Run one lap, walk three-quarters lap, alternating in this manner for five (six) (eight) minutes
- Run one lap, walk half lap alternating in this manner for...
- Run one lap, walk one quarter lap alternating in this manner for...
- Alternate run two laps and walk two laps
- Run one lap in__seconds/minutes, walk one lap, repeating alternate procedure for one-half (one) (two) mile(s), five (ten) minutes
- Run pattern as above measuring distance and/or speed of run while reducing distance and time of recovery laps.
- Run 300 (600) yards, one (one and one-half) (two) miles without stopping in specified target time.

. Demonstrate ability to perform increasingly difficult and complex dynamic balance tasks.

- Perform each of the following animal walks or self-testing stunts three times on three successive days. Beetle, monster, bear walk, lame dog, crab, seal, coffee grinder, leaning tower, crazy knees
- Walk forward with (without) assistance between two designated points
- Walk forward with (without) assistance between two parallel ropes twelve (six) (three) inches apart.
- Walk forward with (without) assistance on a line on the floor
- Walk forward with (without) assistance one quarter (one half) (all the way) across a six (four) (two) (one) inch balance beam/ (two) (one) inch balance beam/ (two) (four) (twelve) (twenty-four) inches high
- Walk backward (sideward) heel-toe (touch knee to heel) between points (between ropes) (on lines) (on balance beams)
- Perform balance activities as described above while going over (under) obstacles, carrying objects, extending arms in various directions, playing catch, bouncing balls, going at different speeds, moving on different parts of the feet, using different locomotor movements, performing tasks with eyes open and then closed

. Demonstrate a mature overhand throwing pattern	- Demonstrate appropriate way to hold a three to five inch ball and grip it to throw for distance and/or accuracy. - Throw a three to five inch ball ten (twenty) (fifty) feet with physical assistance or guidance ten out-of-ten times. - Take side position with feet together and then step with front foot to throw a three to five inch ball ten (twenty) (fifty) feet ten out of ten times. - Take side position with feet about shoulder width apart, then bring back foot to front foot and step with front foot to throw a three to five inch ball fifteen (twenty-five) (fifty-five) feet ten out of ten times - Take side position with feet together, then step with front foot, bring back foot to front foot, step again with front foot and throw a three to five inch ball twenty (thirty) (sixty) feet ten out of ten times - Face direction of throw, then pivot on both feet, (right foot for right handers and left foot for left handers) and step with front foot to throw a three-to-five inch ball twenty (thirty) (sixty) feet ten out of ten times - Face direction of throw, pivot on both feet as above, then step with front foot, bring back foot to front foot, step again with front foot to throw a three to five inch ball twenty-five (thirty-five) (sixty-five) feet ten out of ten times - Demonstrate a mature overhand throwing pattern consistently (ninety-five percent of the time) while playing catch with a friend/instructor/aide for five (ten) minutes.
. Participate independently in class relays	- Observe class taking part in relay activities - Participate in class relays with assistance of partner/aide/assistant/instructor for one (three) (five) class periods - Participate in one(two) (three) class relays with prompting near the end of a class period after receiving assistance throughout the rest of that period - Participate in class relays with prompting of a partner/aide/assistant/ instructor for one (three) (five) class periods.

- Participate independently in one (two) (three) class relays near end of a class period after receiving prompting throughout the rest of that period.
- Participate independently in class relays for five consecutive class periods.

. Improve functional muscular endurance of arms and shoulder girdle.

- Perform eight repetitions of each of the following resistance exercise movements: (1) press, (2) front or regular curls, (3) upright rowing, (4) reverse curls, (5) military press, and (6) bench press. Appropriate starting training weight is determined from amount the individual can lift at least eight times but no more than twelve times.
- Continue each of the listed resistance exercises until twelve repetitions are attained
- Increase to two sets, in which no more than twelve repetitions are done in the first set and up to twelve in the second set.
- Continue two sets each of the listed resistance exercises until twelve repetitions are accomplished in each set.
- Increase to three sets in which no more than twelve repetitions are done in the first two sets and up to twelve in the third set.
- Continue three sets each of the listed resistance exercises until twelve repetitions are accomplished in each set.
- Increase weight five pounds and perform three sets of specific resistance exercises doing no more than twelve repetitions in the first two sets and as many as possible in the third set.
- Continue three sets of the listed resistance exercises until twelve repetitions are accomplished in each set at which time increase five more pounds using this weight until three sets of twelve repetitions are accomplished at which time the process is repeated.
- Carry out this program on an alternate day basis and no more than three times per week throughout the school year.

Sample Individualized Education Programs

Even though all state and local education agencies are expected to include the same basic information in individualized education programs, specific approaches and actual forms differ from state to state. In previous sections of the Practical Pointer necessary components and interrelationships of individualized education programs have been discussed. To make sure that all steps in planning, implementing, and reviewing individualized education programs are coordinated, a variety of forms must be considered --

- Referral
- Screening
- Program placement
- Total service (Figure 1)
- Implementation/instruction (Figure 2)
- Annual review (Figure 3)

Additional specific information about forms and their application to this process can be located through resources contained in references listed on page 15. In this section information has been compiled in examples of the implementation/instructional components of individualized education programs. Some of these examples were taken from individualized education programs developed and implemented in schools in different parts of the country. Other examples were developed on the basis of information generated about hypothetical students. In this way readers can obtain a better idea of processes and procedures necessary for developing relevant individualized education programs. Several points need to be reemphasized --

- These examples do not represent a child's entire individualized education program, only physical education portions of the program.
- Only those aspects of physical education requiring specially designed activities and approaches are included. When children, regardless of type or severity of handicapping condition, can take part fully in activities within regular programs as presented to nonhandicapped students, no individualized education program is necessary since no specially designed program is required. However, additional support and resources needed so that a handicapped child can take part in a regular program must be reflected in individualized education programs. Reasonable accommodations must be considered so that students with different handicapping conditions can participate in regular physical education activities to the maximum degree possible. Although reasonable accommodation for these purposes do not have to appear in individualized education programs, it is a good procedure to provide some examples of appropriate accommodations for the student.
- Short term instructional objectives should not be approached as individual lesson plans. Short term instructional objectives provide barometers by which individual progress can be determined. They are indicators of when it is appropriate to move to the next objective. To go beyond the concept of short term instructional

objectives would necessitate reproducing entire sequences and progressions for each child rather than fulfulling the basic intent of individualized education programs: What is going to be attempted, how it is going to be approached, and how it is going to be evaluated.

- Physical education components must be considered in meetings of every individualized planning committee. Components in the definition of physical education in the rules and regulations for P.L. 94-142 include development of (1) physical and motor fitness, (2) fundamental motor skills and patterns, and (3) skills in aquatics, dance, individual and group games and sports including lifetime sports. This does not mean that each of these components must be dealt with in every child's individualized education program. Only components for which assessment and evaluation indicate a child has deficiencies and needs requiring a specially designed physical education program are to be included in individualized education programs.
- Even though the physical motor needs of every handicapped child must be discussed at his/her individualized planning meeting, federal statutes do not require that a physical educator be a participant in these meetings. However, it is vital that information about every handicapped child's abilities and disabilities in each of the physical education components be provided to members of the individualized planning committee. If the physical educator is not invited to be present at the meeting, it is imperative that this type of information be provided directly to committee members.
- Individualized physical education programs help to focus attention on student problems and needs that might otherwise be overlooked or have been ignored in the past. This process makes all teachers more aware of total educational needs of a child--administrators and special educators of physical and motor needs and physical educators of other educational needs. All who deal with the child must look upon education as an individualized process.

Selected Resources

1. Adapted Physical Education Guidelines: Theory and Practice for the Seventies and Eighties. Physical Education and Recreation for the Handicapped: Information and Research Utilization Center. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation (1201 16th Street, N.W., 20036), June 1967, $7.95.

2. Education of Handicapped Children: Implementation of Part B of the Education of the Handicapped Act. Federal Register (Vol. 42, No. 163), Tuesday, August 23, 1977.

3. Function of the Placement Committee in Special Education: A Resource Manual for Individualized Education Program. National Association of State Directors of Special Education. Washington, D.C.: The Association, (1201 16th Street, N.W. 20036), $3.50.

4. "Getting It Together With P.L. 94-142: The IEP in the Classroom." Charles Hedbring and Carole Holmes. Education and Training of the Mentally Retarded, October 1977 (Vol. 12 No. 3), pp. 212-224.

5. IEP Man. National Association for State Directors of Special Education. Washington, D.C.: The Association, (1201 16th Street, N.W. 20036). Slide presentation, $45.00.

6. Individualized Educational Plans. Baltimore, Maryland: State Department of Education (Division of Special Education), not dated.

7. Individualized Educational Programming (IEP). Judy A. Shrag. Austin, Texas: Learning Concepts (2501 North Lamar, 78705), 1977.

8. Individualized Educational Programming (IEP): A Child Study Team Process. Austin, Texas: Learning Concepts (2501 North Lamar, 78705). Complete workshop kit, $49.95.

9. The Intent of the IEP. National Association of State Directors of Special Education. Washington, D.C.: The Association (1201 16th Street, N.W. 20036), Slide presentation, $45.00.

10. Planning Individualized Education Programs in Special Education: With Examples From I CAN Physical Education. Janet A. Wessel, Editor. Northbrook, Illinois: Hubbard (P.O. Box 104, 60062), 1977.

11. Practical Pointers: Individualized Education Programs. Physical Education and Recreation for the Handicapped: Information and Research Utilization Center. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation (1201 - 16th Street, N.W. 20036), 1977, $2.00.

12. Practical Pointers: Individualized Education Programs: Assessment and Evaluation in Physical Education. Physical Education and Recreation for the Handicapped: Information and Research Utilization Center. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation (1201 - 16th Street, N.W., 20036), 1978, $2.00.

13. A Primer on Individualized Education Programs for Handicapped Children. Scottie Torres. Reston, Virginia: Foundation for Exceptional Children (1920 Association Drive), 1977.

14. Special Education: An Opportunity/An Obligation. J.A. Preston Corporation, 71 Fifth Avenue, New York, New York 10003. Multimedia kit consisting of four color filmstrips, four audiocasettes, black line masters, and instructor's manual.

15. Summary of Research Findings on Individualized Education Programs. Washington, D.C.: National Association of State Directors of Special Education (1201 - 16th Street, N.W., 20036), not dated.

16. Testing for Impaired, Disabled, and Handicapped Individuals. Physical Education and Recreation for the Handicapped: Information and Research Utilization Center. Washington, D.C.: American Alliance for Health, Physical Education, and Recreation (1201 16th Street, N.W., 20036), 1975, $3.95.

FIGURE 1

INDIVIDUALIZED EDUCATIONAL PROGRAM: TOTAL SERVICE PLAN

Local Education Agency:
Name and Number _____

School _____

Name of Student _____

Date of Birth _____ Age _____ Grade _____

Summary of Present Levels of Student Performance:

Description of Educational Placement Recommendation: Special Education Program Model	Hrs/Week	Regular Education	Hrs/Week	Legal Category of Exceptionality (for funding purposes only)

Program Goal(s)	Specific Special Education and/or Related Services	Person(s) Responsible For Implementation	Hours Per Week	Starting Date	Projected Ending Date	Annual Review Date (Mo-Yr)	Child Study Team Recommendations: Methods & Materials—(If appropriate)	Evaluation Criteria

*CHILD STUDY TEAM MEMBERS PRESENT

Signature	Position	Agreement with IEP: Total Service Plan (Check appropriate space) YES	NO	Date of Child Study Team Meeting:

*From Individualized Educational Plans, Baltimore, Maryland: State Department of Education, Division of Special Education, not dated.

FIGURE 2

INDIVIDUALIZED EDUCATIONAL PROGRAM: IMPLEMENTATION/INSTRUCTIONAL PLAN

Name of Student _____ Date of Birth _____ Age ____ Grade ___ School _____ Local Education Agency Name & No. _____

Date of Entry into Program _____ Projected Ending Date _____ _____
(Signature of Implementor Completing this Form)

Program Goal(s)	Implementation/Instructional Objectives	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Criteria for Mastery of each Implementation/ Instructional Objective

*From Individualized Educational Plans, Baltimore Maryland: State Department of Education, Division of Special Education, not dated.

FIGURE 3

INDIVIDUALIZED EDUCATIONAL PROGRAM: ANNUAL REVIEW

Name of Student _____ Date of Birth _____ Age _____ Grade _____ School _____

Local Education Agency
Name and Number _____ Date of Annual Review _____

IEP: Total Service Plan and Implementation/Instructional Components:	Level of Appropriateness (Check appropriate space) YES	NO	Recommended Change:
Special Education Placement	_____	_____	_____
Regular Education Placement	_____	_____	_____
Specific Special Education and/or Related Services	_____	_____	_____
Program Goal(s)	_____	_____	_____
Implementation/Instructional Short-term Objective(s)	_____	_____	_____
Specific Materials and/or Resources	_____	_____	_____
Specific Teaching Strategies and/or Techniques	_____	_____	_____
Evaluation Criteria for Completion of Program Goal(s)	_____	_____	_____
Evaluation Criteria for Completion of Implementation/Instructional Objective(s)	_____	_____	_____

CHILD STUDY TEAM MEMBERS PRESENT

Signature	Position	Agreement of Annual Review (Check appropriate space) YES	NO
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

*From Individualized Educational Plans, Baltimore, Maryland: Department of Education, Division of Special Education, not dated.

PHYSICAL EDUCATION - IEP (Front)

Mark (Name) Age - 9 (Birthdate) P.E. X Swim X

Long Term Goals: Mainstream in physical education and swimming.

Annual Goals:

School Yr.	Program Level	Goals	Comments
1977-1978	Primary - PE 5	Increase tolerance for structured work activity. Improve basic sports skills--i.e. throwing, catching, kicking, hitting. Establish concept of teamwork.	Contact sports are contraindicated

(Back)

Objectives: (Include Performance Criteria)	Strategies: (Include methods and materials)	Evaluation of Performance	Completion Date Ant.	Completion Date Actual
Mark will... 1. practice each newly taught skill for a minimum of five minutes with minimal supervision	1. Verbal reminders. Removal of play privileges until work is finished. Praise.	1. Observations of performances.	12/77	
2. learn to perform the following sports skills on a 70% accuracy basis: kick an 8" ball, throw a softball, throw an 8" ball, and bat a whiffle ball of a tee	2. Directive teaching and skill drills.	2. Skill tests.	6/78	
3. use each of the above skills in an appropriate lead-up sport game -- i.e. line soccer, modified basketball, newcomb, modified softball.	3. Game play, filmstrips for soccer, basketball, and softball.	3. Oral rules quizzes. Observations of game play.	6/78	

Mark is a multiply-handicapped boy with a spina bifida and low mildly mentally retarded combination. He is ambulatory with a somewhat restricted gait pattern. Although short for his age, he loves physical activities and is fairly well coordinated. He lacks maturity and would rather continue to play using skills he already has mastered rather than learn and use new ones; a deep water swimmer.

Date 9/77

Person(s) Responsible _____ Position _____

LEA Representative _____ Position

Parent _____

PHYSICAL EDUCATION - IEP (Front)

Clark (Name) Age - 12 (Birthdate) P.E. X Swim

Long Term Goals:
. Participate to degree possible in active sports.
. Develop leisure skills which do not require a great deal of physical activity.
. Become a knowledgeable spectator in several sports.

Annual Goals:

School Yr.	Program Level	Goals	Comments
1977-1978	Intermediate PE - 2	Improve control over electric wheel chair in game situations. Develop skills and strategies in team sports.	

(Back)

Objectives: (Include Performance Criteria)	Strategies: (Include methods and materials)	Evaluation of Performance	Completion Date Ant.	Completion Date Actual
Clark will...				
1. drive his wheelchair and participate in game situations without running into other players.	1. Verbal reminders. Sit-out penalty for deliberate collisions.	1. Observations of behavior	11/77	
2. perform on a 20% accuracy basic skills necessary for participation in floor hockey, basketball, newcomb, and softball.	2. Direct teaching and skill drills.	2. Skill tests.	6/78	
3. play each of the above sports and demonstrate skills and knowledge of the games in game situations on six different occasions.	3. Filmstrips, library books, officiating.	3. Observations of performances. Written tests.	6/78	

Clark is a quadraplegic cerebral palsied male with severe involvement of all four extremities. He uses an electric wheelchair for locomotion. Speech is not impaired and intellectual function is at the upper mildly mentally retarded level.

Date 9/77

Person(s) Responsible Position

LEA Representative Position

Parent

PHYSICAL EDUCATION - IEP (Front)

Lei — Name
Age - 6 — Birthdate
P.E. X Swim X

Long Term Goals: Mainstream in physical education and swimming, emphasizing active individual and leisure sports.

Annual Goals:

School Yr.	Program Level	Goals	Comments
1977-1978	Primary - PE 2	Develop basic movement concepts. Develop body control in relation to time, space, and force.	

(Back)

Objectives: (Include Performance Criteria)	Strategies: (Include methods and materials)	Evaluation of Performance	Completion Date Ant.	Completion Date Actual
Lei will... 1. move through space at a variety of speeds and in various positions.	1. Movement exploration and problem solving techniques.	1. Observations of performances.	6/78	
2. use her body to form six geometric shapes, the alphabet, and at least twelve common objects.	2. Movement exploration and problem solving techniques.	2. Observations of performances.	6/78	
3. manipulate her body so as to overcome six obstacles under three feet high.	3. Problem solving with stegel and six different obstacle courses.	3. Observations of performances.	6/78	

Since Lei is a Vietnam refugee her complete medical history is not known. It is assumed that she had polio. Although she now wears a Milwaukee brace she still walks with an impaired gait due to a hip problem. Intelligence is normal.

Date 9/77

Person(s) Responsible _____ Position _____
LEA Representative _____ Position
Parent _____

PHYSICAL EDUCATION - IEP (Front)

Marie (Name) Age - 15 (Birthdate) P.E. X Swim

Long Term Goals: . Walk when led with a standard lead.
. Increase cooperation in movement from place to place.

Annual Goals:

School Yr.	Program Level	Goals	Comments
1977- 1978	Secondary TMR	Improve walking. Improve cooperation.	

(Back)

Objectives: (Include Performance Criteria)	Strategies: (Include methods and materials)	Evaluation of Performance	Completion Date Ant.	Actual
Marie will...				
1. walk 30' with a one arm lead.	1. Verbal encouragement and/or physical assistance.	1. Observations of performances.	6/78	
2. walk 60' holding a hall railing	2. Verbal encouragement and/or physical assistance.	2. Observations of performances.	6/78	
3. get up from the floor with only one arm for assistance when requested to do so.	3. Verbal encouragement and/or physical assistance.	3. Observations of performances.	6/78	
4. crawl over six one-foot obstacles and six three-foot obstacles independently.	4. Foam shapes, vault box, stegel	4. Observations of performances.	6/78	

Marie is a quadraplegic cerebral palsied female with additional impairments of being blind and in the low moderately mentally retarded range. She is uncooperative and has many self-stimulating behaviors. Marie is ambulatory when she wishes to stand up; however she usually is in a wheelchair for locomotion purposes and containment. Most movements elicited in class have been with use of negative rather than positive stimuli--i.e., annoying her to the point where she will move to escape. She has some receptive language but no expressive language except when vocalizing when angry.

Date 9/77 Person(s) Responsible Position

LEA Representative Position

Parent

PHYSICAL EDUCATION - IEP (Front)

Beverly (Name) Age - 17 (Birthdate) P.E. X Swim

Long Term Goals:
. Participate in active leisure sports and activities with continued self-pacing.
. Become a knowledgeable spectator in at least three sports.

Annual Goals:

School Yr.	Program Level	Goals	Comments
1977-1978	Secondary	Continue to develop and improve self-pacing while participating in physical activities. Increase knowledge of rules and strategies for team sports. Broaden skills in and knowledge of leisure sports and games. Develop ability to select individual activities for self-enjoyment.	

(Back)

Objectives: (Include Performance Criteria)	Strategies: (Include methods and materials)	Evaluation of Performance	Completion Date Ant.	Actual
Beverly will...				
1. stop and rest or slow down activities when she starts to show signs of fatigue or physical stress.	1. Verbal reminders.	1. Observations of behavior.	6/78	
2. play at least three team sports including two already selected--flag football and team handball--and one yet to be selected.	2. Filmstrips, library books, discussions, officiating.	2. Observations of performances. Oral and/or written tests.	6/78	
3. participate in at least three individual sports including one which has already been selected. Wheelchair slalom and two yet to be chosen.	3. strips, library books, discussions, officiating.	3. Observations of performances. Oral and/or written tests.	6/78	

Beverly has severe sickel cell anemia. Growth has been below average so that physical stature is slim and slight. She is ambulatory, very interested in sports and quite will coordinated. Self-pacing has been a problem. Intelligence is normal in highly competitive situations.

Date 9/77

Person(s) Responsible Position

LEA Representative Position

Parent

PHYSICAL EDUCATION - IEP (Front)

Laura (Name) Age - 16 (Birthdate) P.E. X Swim X

Long Term Goals:
. Participate actively in most games and sports including mainstreaming for swimming.
. Develop active leisure skills.
. Become a knowledgable spectator in at least three sports.

Annual Goals:

School Yr.	Program Level	Goals	Comments
1977-1978	Secondary	Increase knowledge of rules and strategies for team sports. Broaden skills and knowledge of leisure sports and games skills. Develop ability to select individualized activities for self-enjoyment.	Currently casted for heel cord stretch. She may wish to use a wheelchair for some activities.

(Back)

Objectives: (Include Performance Criteria)	Strategies: (Include methods and materials)	Evaluation of Performance	Completion Date Ant.	Completion Date Actual
Laura will:				
1. participate in three team sports of her own choosing, including soccer and two sports yet to be selected.	1. Filmstrips, officiating, library books, lecture-discussions.	1. Observations of performances. Oral and/or written tests.	6/78	
2. select and participate in at least three individual leisure activities including disco dance, table games, and one activity yet to be selected-	2. Verbal instruction. Use of phonograph records.	2. Observations of performances.	6/78	

Laura is a quadraplegic cerebral palsied female who walks with long crutches. Since her intelligence level is in the high moderately mentally retarded range, she has been in a special school since kindergarden. Laura is not a strong competitor but does enjoy physical activities and has completed swimmer level requirements.

Date 9/77

Person(s) Responsible _____ Position _____

LEA Representative _____ Position

Parent _____

PHYSICAL EDUCATION - IEP (Front)

Warren (Name) Age - 14 (Birthdate) P.E. X Swim X

Long Term Goals: . Mainstream for physical education and swimming.
. Participate in adult wheelchair sports program.

Annual Goals:

School Yr.	Program Level	Goals	Comments
1977-1978	Intermediate PE - 4	Develop skills and strategies for participating actively in team sports.	May wish to use a wheelchair for some activities.

(Back)

Objectives: (Include Performance Criteria)	Strategies: (Include methods and materials)	Evaluation of Performance	Completion Date Ant.	Actual
Warren will...				
1. be able to perform on a 70% accuracy basis skills necessary for successful participation in flag football, basketball, modified volleyball, and softball.	1. Direct teaching and skill drills-	1. Observations of performances. Skills tests.	6/78	
2. play each of the above sports in game situations on six different occasions.	2. Filmstrips, library books, officiating.	2. Observations of performances. Written tests.	6/78	

Warren is a quadraplegic cerebral palsied male who walks with short crutches; he uses a wheelchair for some sports to free use of his hands. He has been mainstreamed once and after one unsuccessful semester returned to special school placement; intelligence is low normal. Motivation level is somewhat low. Sometimes Warren can be a real hard worker and other times he is really lazy--switch is not usually related to activity. He is an intermediate level swimmer.

Date 9/77 Person(s) Responsible _____ Position _____

LEA Representative _____ Position

Parent _____

INDIVIDUALIZED EDUCATION PROGRAM

I. Student Name John Doe, Jr. Date of Birth 1/24/61 Age 16 School Division
Parent/Guardian Mrs. John Doe Date of Eligibility 6/15/77 Date of I.E.P. Implementation 9/6/77
Address Categorical Identification E.M.R.

II. Present Level of Performance (Summary Date)

AAHPER Youth Fitness Test

Pull-up/Flexed Arm Hang----------5 (30th Percentile)
Sit-ups (Flexed Legs)----------41 (50th Percentile)
Shuttle Run----------:10.1 (35th Percentile)
50-Yard Dash----------:06.7 (35th Percentile)
600 Yard Run-Walk----------1:55.0 (40th Percentile)
Standard Long Jump----------6'9" (40th Percentile)

Behavior

John is very shy and lacks in physical fitness. There is little eye contact with others. Although John is well mannered, he gets discouraged easily when working in language areas. He performs well in math; social skills are limited. Since John is interested in wood working, carpentry may provide a setting for advancement and training after he has obtained necessary prevocational orientation.

III. Long-Term Goals

All items on the AAHPER Youth Fitness Test will increase to the 50th percentile by the end of the school year.

IV. Education and/or Related Services	Date to Begin	Anticipated Completion Date	Environment	Location	Personnel
Physical Education	9/6/77	Through Grade 10	1 period per day-regular	Swamwater High School	Phil Educator

V. Short-Term Objectives

Objectives		Dates Begun	Completion	Continuation and/or Modification
John will attain 50th percentile in all items of Youth Fitness Test	Establish warm-up stations to be used for performing increasing numbers of and improved time in-- . sit-ups three times per week . pull-ups three times per week . shuttle run twice per week . 50-yard wind sprints three times per week . vertical jumps of one minute duration three times per week . 600 yard run-walk once per week			

VI. Participants - Individualized Education Program

Date	Signature of Persons Present	Relationship to Student
9-1-77		Guidance Counselor
9-1-77		EMR Reacher
9-1-77		Physical Education Teacher
9-1-77		Parent
9-1-77		Psychologist
9-1-77		Director of Special Education

I GIVE PERMISSION FOR MY CHILD _____ to be enrolled in the special program described in the individualized education program plan. I understand that I have the right to review his/her records and to request a change in his/her individualized education program at any time. I understand that I have the right to refuse this permission and to have my child continue in his/her present placement pending further action.

I did participate in the development of the individualized education program - YES_____ NO_____

I did not participate in the development of the individualized education program, but I do approve of the plan.

YES_____ NO_____

9-1-77 _____
Date Signature of Parent/Guardian

I DO NOT GIVE PERMISSION FOR MY CHILD _____ to be enrolled in the special education program described in the individualized education program. I understand that I have the right to review his/her records and to request another placement. I understand that the action described above will not take place without my permission or until due process procedures have been exhausted. I understand that it my decision is appealed, I will be notified of my due process rights in this procedure

_____ _____
Date Signature of Parent/Guardian